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ABSTRACT

This document is a guide to the selection, purchase, and use of children's books. Emphasis is put on the development of standards of evaluation through attention to certain features, such as quality of illustrations, language, and writing style. Reading aloud and teaching children to use books are other topics discussed. The project of writing and making his own book is proposed as a rewarding and enriching experience for a child; instructions are given for this activity. A chapter on how to find and use books in other languages includes a selection of ERIC documents on bilingual education. Introducing children and parents to regular use of the public library is explored. A book buying discussion covers the relative merits of paperbound and hardbound books, and purchase from local bookstores, publishers, and wholesalers. Interchapter supplementary material includes a selected annotated bibliography of children's books, a list of resources to aid selection, and a chart of information about wholesalers. (MH)

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BOOKS IN PRESCHOOL:

A GUIDE TO SELECTING, PURCHASING, AND USING CHILDREN'S BOOKS

Louise Griffin

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BOOKS IN PRESCHOOL

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BOOKS IN PRESCHOOL
Chapter One

Choosing the Right Book

What qualities make one book "better" than another? Why aren't all books equally good for all children? How can we tell which book is best for which child in which circumstances?

Choosing the right book is a big responsibility. These are only some of the questions you will be asking yourself as you browse through piles of books, looking for the "right" ones. You will discover that the most effective standards by which to evaluate books are your own thoughtful judgment, informed common sense, and knowledge of the children who will be using the books.

Choosing the right book is fun. Top-notch children's books are published today in abundance. You will rediscover the old truth that there is indeed nothing like a good book* and will thoroughly enjoy the time you invest in leafing through excellent book after excellent book.

This chapter raises some questions for you to consider as you form your standards of evaluation. Read through it before you begin to examine the books; then after looking through the children's books you are evaluating, read the questions again, this time with particular books in mind.

The Illustrations

The illustrations are probably the first thing anyone notices about a child's book. To a child too young to read, the pictures are the most important part. A few, like It's School Time, have almost no words at all; the pictures do the storytelling. Hundreds of excellent picture books are

*The Newbery Medal is named for John Newbery, an 18th Century English publisher who was among the first to recognize the need for literature written especially for children. The medal has been awarded since 1922 to the author of each year's most distinguished contribution to the field of children's literature.

available for little children, offering you a wide assortment to choose from.**There are as many art styles as there are artists, so it's possible to find pictures to suit every child's taste. Color attracts all children, and is an important feature to look for. Some illustrations, like the ones in Moy Moy, are done in as many as four or six colors. Some, like the ones in City Street Games and Bad Boy, Good Boy, are in only one or two colors, and some pictures just as satisfying are in black and white. Some pictures are lacy and light, others are bold and solid. Photographs are used occasionally, as they are in Barto Takes the Subway, and sometimes an artist will combine photography with drawing or painting. Paulossie: An Eskimo Boy is illustrated with photographs of actual Eskimo carvings of ducks, polar bears, a walrus, and Eskimo people.

Try using these questions to help you evaluate the book's illustrations:

- Can a child who does not yet read enjoy the book for the pictures alone?

Will a child be able to identify with the situations pictured, or will the pictures make him feel strange and unfamiliar? Will he see himself in the illustrations?

Are there enough pictures?

Do they complement the story, or do they detract from it?

Do you think the style suits the story?

Does the picture illustrate the text on a nearby page? Or are all the pictures clustered together in one place?

Are the illustrations interesting? Attractive? Satisfying?

**The Caldecott Medal commemorates 19th Century children's book illustrator Randolph Caldecott, also an Englishman. Awarded since 1938, the medal honors each year's most distinguished picture book. Both the Newbery and the Caldecott awards were originally conferred by Frederick G. Melcher, the late editor of Publishers' Weekly and, since his death, by his son Daniel Melcher. An American Library Association committee is responsible for selecting the medal-winners.

Matching Books to Children

Children need books about themselves. Every child should have books in which he can recognize himself, his family, his language, and life style.[1] If a child is an American Indian, he should have the best books available about American Indians; if he is Chinese-American, he'll particularly enjoy books about Chinese-Americans with whom he can identify.

Children need books about other life styles, too. If a Head Start child is Anglo-American, he should see books about Japanese-American children and Negro children, as well as books about white children. Urban Jewish children need to know how California migrant children live; Appalachian children need to know about young Puerto Rican immigrants.

It is equally as important for the books you choose to offer the children a look at other people, other periods, and other places, as it is to show them a glimpse of themselves. A book collection that has racial, ethnic, and regional variety will broaden a child's understanding of himself and of other kinds of people; it will fill in backgrounds for him and extend his view of the world. As you evaluate books for your particular group of children, consider their backgrounds by asking yourself these questions:

Who are the children? Immigrants? Children of immigrants? At home, do they experience the cultural ways of the country they emigrated from as well as of their new country?

Do they have a regional culture, like the mountaineers of Appalachia, or perhaps a tribal culture, like the Navajos?

Do their parents have access to books? Do they encourage reading at home?

Where do the children live? City? Small town? Rural area? Ghetto? Reservation? Apartment building? Single-family house?

If you have minority group children in your class, you will want to provide them with good books about the group to which they belong.[2] Choosing books with a racial or an ethnic emphasis presents some special problems. Those books are best which present the differences among peoples as evidence of our cultural richness, not as marks of superiority or inferiority. The life style of a minority group should be presented sympathetically, accurately, and respectfully, with objectivity and without prejudice. You may want to look for books which describe the life of a child's ancestors in their mother country. Or it may be more important to show his people's acculturation and the life of his ethnic group in this country. If your children are Chinese-Americans, for example, they will enjoy The Story About Ping in which a picture of life along the Yangtze is given from the little duck's point of view. The Rice Bowl Pet is a story about a little Chinese-American boy who "spoke English without an accent" but "his thoughts were in Cantonese." Ping is set in China, and The Rice Bowl Pet in San Francisco.

Some of the many points to be considered as you choose books for young children, including those from minority groups, are implied in the questions that follow. No one book will fulfill all of your needs, but every book you select should relate to some of the criteria suggested here.

How does the book relate to the child? Does it tell about his own race, his city, his home, his way of life? Or does it broaden his horizons by telling about children of other races, other cities, or other times?

Will the book help him to see how he is like other children? How his way of life fits into the whole society?

Will the book be helpful to you in developing the child's self-concept and increasing his information about his own life?

Does the book show a setting or situation familiar to the children? If not, can they identify with the story anyway, and become involved in it?

Can you relate the book to what the children already know, so they can absorb the new information?

Is the presentation suitable to the children's age level? To their experience? If you think the book is too mature for preschoolers, can you adapt the story by retelling it?

What effect do you think the book will have on the class as a whole? On particular children?

Can you use the book to deal with troublesome topics, like a child's fear of the dark or his fear of leaving his mother?

What effect will the book have on the child's parents, if he takes it home? Will they approve of the way it describes their ethnic group?

Will the book enrich a child's life, develop his mind, stimulate his imagination and arouse his curiosity?

What do you want the children to get out of the book? Pleasure? Information? A look at themselves? A look at someone else?[3] An escape from daily life? A language experience? The development of a certain concept?

Style of Writing

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Selecting books written in a variety of styles will make reading more interesting and enjoyable than it would be if every book had the same style as every other book. Children can have just as much fun listening to the verse, for example, that you read from The Prancing Pony, Adding: A Poem, or Poetry and Verse for Urban Children as they have listening to a narrative like A Certain Small Shepherd. Some devices of style that appeal to children are surprise endings, like the one in When the Moon is New,

humor (The Chili Pepper Children and Angelo the Naughty One are good examples), and action, like the excitement in the Snipp, Snapp, and Snurr books and in Galumph. The repetition of sounds, words and phrases (look at Little Runner of the Longhouse), rhythmic phrasing like that used in The Pot Bank, and chronological sequences like those described in the very beautiful The Desert People are also appealing to young readers and listeners. A question-answer format is fun, as in What Do I Say? and Pablo Paints a Picture. Look also for conversation and direct quotation, which are more interesting to little children than are long paragraphs of description; the entire text of Knots on a Counting Rope is a conversation between Boy Strength-of-Blue-Horses and his grandfather, an unusual and very effective style. Most books will be a balance of conversation and description.

Be wary of buying a set of books which the publisher offers as a series, usually on a particular age level, like a preschool story series, or about a particular subject, like a set of books about Indians or about Science. Although some books in a series may be very fine, the books are not necessarily of uniform high quality. Examine each book by itself, just as you would examine a book published by itself.

These questions may help you to evaluate the book's literary style:

What is the style of writing? Prose? Poetry? Question-answer? Long, or short sentences?

Is the style appropriate to the subject?

Is the story told from a child's point of view? If it isn't, can the child identify with, point of view which is used?

Is the plot simple, or does the story have complicated subplots with too many things going on at once?

Does the author use flashbacks? If so, do you think the children might be confused about what is taking place when?

Is the book too long to read in one sitting? If it is, is it divided into chapters of appropriate length? If there are no chapter divisions, can you shorten the story by retelling it?

What do you think was the author's intent? To inform? To entertain?

Language

Because skill in using words is a key factor in learning, and because language is the key element in books, the quality of a book's language is very important. (If the children in your class speak a language other than English, you may find some helpful ideas in Chapter Four, "Books in Other Languages".)

If your children use a dialect when they speak, you may have found that they can communicate fluently within their own cultural group, but that some of them have difficulty communicating with people outside of the group. Most of the books produced for children in the United States are written in standard English, so the use of books is an excellent opportunity for the children to become familiar with standard English. Part of a child's future success will depend upon his ability to use standard English just as comfortably as he uses his own dialect. For this reason it is important for him to have early experiences in the English language as it is used in books, in newspapers, on television, by the business community, and in the public schools. Whether your children use regional, colloquial, or standard English when they speak, you will want to provide books with language suited to the children's age, maturity, and experience.

Consider a book's language by asking yourself these questions:

What kinds of words are used? New? Or familiar to the children? If the words are new, do they represent familiar concepts which will help

you to explain the new words to the children? If both the words and the ideas in the book are new, can you relate the book to something the children have experienced?

Does the author use words children enjoy? Sound words, like hee-haw and bang? Action words, like tumble and bounce?

Is the vocabulary suited to the children in your class? If not, will you be able to adapt the story by retelling it in more appropriate words?

How can you use the book to develop the children's language abilities?

Will the book enrich their language experience and add to their ability to express themselves in words?

Integrity

Integrity in children's literature is more difficult to measure than is the quality of language or of writing style. Sometimes it's easier to recognize the absence of integrity than it is to define it when it's present. Integrity is missing from the book that sentimentalizes subjects like sex, religion, or death. It is missing from the book that romanticizes sickness or poverty. It is missing from the book that shows the policeman as an insipid do-gooder at one extreme, or a punitive bogeyman at the other extreme. It is missing from the book in which a child miraculously solves a problem which has baffled his elders, or in which a child triumphs over difficulties only because he ignored his parents' advice.

Integrity of presentation is especially important in choosing books for minority group children. For example, most books about American Indians were written for the non-Indian. A few of them, unfortunately, offer distorted and biased views of Indian life, past and present. Many of the better ones, like American Indians Sing, although written

from the white man's point of view, can be used with Indian children anyway; a few books like the excellent In My Mother's House are written from an Indian point of view. But care must be taken to avoid those books which are filled with misinformation, condescension, and paternalism. In their haste to fill a long-standing need by printing children's books in which Negroes appear, also, some publishers are offering books whose depiction of race relations is oversimplified, artificial, and unrealistic. Books should be avoided which in your judgment present contrived stories or stereotyped characters of any minority group.

Some teachers have strong feelings about the integrity of fantasy. One point of view is that teachers should use only stories about what is familiar to the child.[4] Because young children may not yet have learned to tell reality from fantasy, it might frighten or confuse a child to hear a story or fantasy. The other argument is that children have a natural love for fantasy, and that books of fantasy like One Monday Morning and Picture for Harold's Room foster creative ability. Some teachers have found that a child's interest and involvement increases when he listens to fantasy.[5] One parent remarked that some stories of fantasy and some fairy tales seem to have been written for adults, and not for children at all. There is no easy answer to this question, but it might be helpful, if you are considering the use of fantasy with your children, to decide whether a given book has integrity of presentation, portrayal of real emotions, true to life conflicts, or comprehensible situations, all of which can occur in fantasy just as they can occur in any good piece of children's literature. Your knowledge of the children's needs will also play an important part in your consideration of fantasy.

Thinking about these questions may help you to appraise the integrity of a book for your class:

Is the material in the book presented honestly? If the book deals with a sensitive subject, like parent-child conflict, race relations, or poverty, does the author differentiate between the way things are and the way we would like them to be?

If the book has strong moral, psychological, or social implications, how are these conveyed? Is this aspect so overwhelming that the story would not be interesting or understandable to a little child?

Does the author "talk down" to the young reader?

Does the book offer healthy attitudes about minority group cultures? Is the treatment of the characters and situations realistic and true to life, or is it too superficial?

Is the material authentic? Are geographical locales presented factually? In the case of a science book or a historical story, is the information accurate and up to date?

Do the characters present undesirable behavior as if it were desirable? (As, for example, in the story of the children who avoided the avalanche only because they disobeyed and didn't go home.)

Do the characters appear to be individuals who behave the way real people behave? What feelings do they have? What actions do they perform? What motivates them to do what they do?

What kinds of relationships between people are depicted? How do the characters interact with each other? For example, does the book depict people who have respect for each other? Will the book add to the children's understanding of human nature?

What roles are presented in the book? For example, if there is a mother in the story, does she fulfill her role in a true-to-life way?

How will the presentation of a teacher, a fireman, a playmate or a zoo keeper in the book add to the children's information about these particular roles?

Concepts

Although most young children's books are picture books or story books, there are other types available also. If you have the money to buy only five books, select a variety, so the children will become accustomed to ideas being presented in different ways. For instance, you might buy a science book, a picture book, an ABC book, a book of poems, and a storybook. As you look at a book, think about what concepts the children can learn from it. In a story or a collection of poetry you might find presented the concept of cause-effect, as in The House Biter, of role or self-image, as in The Burro That Had a Name or Pepito's Story, of number or measurement as in One Two Three for Fun. You might find relationships of space, shape, or size as in Red Fox and His Canoe, or of the passage of time as in Nine Days to Christmas. Other concepts which may be in a children's book are order or sequence, contrast and similarity (between little boys, as in Tommy and Dee-Dee) classification and labelling, humor as in Careful Carlos or environment as in Little Boy Who Lives Up High and Tia Maria's Garden. Perhaps a man-performed process is part of the story, like building a house or, as in Pelle's New Suit, the making of a suit of clothes; or perhaps a natural process is described, like day becoming night or, as in The Poppy Seeds a flower sprouts and blooms. Children can learn about their feelings and emotions from books like David Was Mad and The Boy Who Wouldn't Talk.

Try to find books whose concepts will appeal to boys. One research study disclosed that a ratio of ten boys to one girl develop reading

problems as they grow older.[6] A story with strong masculine appeal like Punia and The King of the Sharks may attract little boys and help to build reading readiness attitudes.

As you read a book which you are considering, you might ask yourself:

What concept or concepts does the book present? Is it a clear presentation?

Is it interesting? Will the book arouse the children's curiosity?

Are the ideas presented in an abstract way? Or with concrete, specific examples?

If several concepts are presented, is there one which you can emphasize to avoid confusing the children? Is there one idea in the book which is more important or more interesting than all the others?

Will the ideas in the book appeal to all of the children? Mostly to the girls? To the boys?

Special Features

Many books have special features which make them particularly useful in teaching little children and in extending their storytime experience to include other kinds of experience. Perhaps the text is in two languages on facing pages; perhaps free-standing copies of the illustrations are available for use as visual aids. Other features to watch for in publishers' catalogs or book displays are book-phonograph record combinations, filmstrips, film loops, and audio-visuals which relate to a particular book. A book may have teaching notes, or an outstanding map, or a toy that supports the story, like a pull-out magnet. Sometimes a book will provide suggestions for the children's after-the-story activities, like a game to be played, a song to be sung, a handicraft to be made and taken home, or a short dramatic play to be performed complete with costumes. If your group uses a preschool television program, like National Educational

Television's Sesame Street, you may find that a televised activity or story can be coordinated with one of your class's own books.

As you browse through the books, ask yourself:

What is the special feature of this book?

Will it be of value to the children? Will it be fun?

How can it be used to the best advantage in the classroom? How can the book and its special feature be related to other activities, in the classroom, on the playground, or carried over into the child's home?

References

1. John, Vera and Berney, Tomi. Analysis of storytelling as a measure of the effects of ethnic content in stories: A study of Negro, Indian, and Spanish-American children. New York: Yeshiva University, 1967. Available from ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Maryland 20014. Order ED 014 326, microfiche $.50 or hard copy $4.70.

2. Larrick, Nancy. The all-white world of children's books. Saturday Review, September 11, 1965, pp. 63-65.

3. John, Vera and Berney, Tomi, op. cit.

4. Beyer, Evelyn. Books and stories. In Teaching young children. New York: Pegasus, 1968. $3.00.

5. Stern, Virginia. The story reader as teacher. Young Children, October, 1966, XXII, pp. 31-43.

Selection Aids

Books:

American Library Association. Let's read together: Books for family enjoyment. Chicago: ALA, 1964. Available from ALA, 50 East Huron St., Chicago, Illinois. $1.50.

Arbuthnot, May Hill. Children and books. (3rd ed.) Chicago: Scott Foresman, 1964. $9.95.

Arbuthnot, May Hill and others. Children's books too good to miss. Cleveland: Case Western Reserve University Press, 1966. $3.25.

Association for Childhood Education International. Bibliography of books for children. Washington, D.C.: ACEI, 1968. Available as Bulletin No. 37 from ACEI, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. $1.50.

Association for Childhood Education International. Children's books for $1.50 or less. Washington, D.C.: ACEI, 1967. Available as Bulletin No. 36 from ACEI, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. $.75.

Child Study Association of America. Children's books of the year 1968. New York: CSAA, 1969. Published annually; available from CSAA, Publications Department, 9 East 89th St., New York, N.Y. 10028. $1.00.

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Fenwick, Sara Innis (Ed.) A critical approach to children's literature. Chicago: University of Chicago Press, 1967. $4.50.

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Haines, Helen E. Living with books: The art of book selection. New York: Columbia University Press, 1950. $7.50.

National Association for the Advancement of Colored People. Integrated school books: A descriptive bibliography of 399 pre-school and elementary school texts and story books. New York: NAACP Special Contribution Fund, 1967. Available from NAACP, 1790 Broadway, New York, N.Y. 10019. Price not given.

Smith, Irene. A history of the Newbery and Caldecott Medals. New York: Viking, 1957. $3.50.

Smith, Lillian. The unreluctant years: A critical approach to children's literature. Chicago: American Library Association, 1953. $4.50. Also available from Viking Press, paper, $1.50.

Solomon, Doris (Comp.) Best books for children. New York: Bowker Co., 1969. $3.50.

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Periodicals:

Bibliographic survey: The Negro in print. Published bimonthly by the Negro Bibliographic and Research Center, Inc., 117 R Street N.E., Washington, D.C. 20002. $7.25 per year.

Bookbird: Literature for children and young people, news from all over the world, recommendations for translation. Issued by the International Board on Books for Young People and the International Institute for Children's, Juvenile and Popular Literature. Published quarterly by Verlag für Jugend and Volk, Tiefer Graben 7-9, Vienna 1, Austria. $3.80 per year.

Booklist and subscription books bulletin: A guide to current books. Published semimonthly by the American Library Association, 50 East Huron St., Chicago, Illinois 60611. $8.00 per year.

Bulletin: Center for children's books. Issued by the University of Chicago Center for Children's Books. Published monthly by the University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637. $4.50 per year.

Horn book magazine. Published bimonthly by Horn Book, Inc., 585 Boylston St., Boston, Massachusetts 02116. $6.00 per year.

School Library Journal. Published monthly Sept.--May by R. R. Bowker Co., 1180 Ave. of the Americas, New York, N.Y. 10036. $5.00 per year.

Bibliography of Children's Books

Because teachers have requested help in locating books for and about the children in various racial and ethnic groups, we have deliberately selected books about minority group children. Their inclusion here reflects our evaluation that these are books which will be interesting to most children, whatever their background might be. Every book mentioned in the chapter is cited below.

Ames, Jocelyn and Ames, Lee. City street games. Young Owl Series. New York: Holt, 1963.
Directions for playing many of the games popular with city children whose playground is the stoop and the sidewalk. Two-color illustrations.

Arnold, Oren. The chili pepper children. Nashville: Broadman, 1960. $2.50.
Humorous story of a Mexican family at fiesta time.

Baker, Betty. Little Runner of the longhouse. I Can Read Series. New York: Harper, 1962. $1.95.
Little Runner does his best to convince his mother that he is big enough to take part in the Iroquois New Year's ceremonies. Young readers will enjoy the repetitive coaxing of Little Runner as he persuades his mother to give him a bowlful of maple sugar. Both story and pictures recreate the Iroquois way of life. Illustrated by Arnold Label.

Bannon, Laura. When the moon is new. Chicago: Whitman, 1953. $2.75.
One of the few young children's books about the Seminoles, this story describes Rainbow Jumper, a little Seminole girl. There is a mystery (we-kiva) in her camp, and as she goes about trying to learn the secret, Rainbow's thoughts and deeds describe her way of life. The author researched both story and pictures by visiting Seminole camps.

Beim, Lorraine and Beim, Jerrold. The burro that had a name. Eau Claire: Hale, 1965. $2.10.
Most burros in Mexico are just called burros, but little Chucho names his burro Nacas which means Long Ears. People laugh at the burro with a name, but when Nacas gets lost, Chucho is able to pick out his own burro from a crowd of burros--
because Nacas knows his name. Very large print. Brown and white illustrations by Howard Simon.

Benchley, Nathaniel. Red Fox and his canoe. New York: Harper, 1964. $1.95.
Red Fox, a small Indian boy, goes out in a canoe too large for him. A bear climbs aboard, and then one animal follows after another, until the canoe collapses. Red Fox manages to get the canoe home, to the admiration of everyone except his father, who refuses to believe him.

Beskow, Elsa. Pelle's new suit. New York: Harper, 1929. $3.25
Pelle, a young Swedish boy, trades work with the sheep-shearer, the wool-dyer, his grandmother who cards and spins, his mother who weaves, and the tailor who sews. As he walks to church in his new suit, he winks at the sheep.

Bissett, Donald (Ed.). Poetry and verse for urban children. San Francisco: Chandler, 1968. $1.95 per volume.
Book I--Poems and verses to begin on.
Book II--Poems and verses about animals.
Book III--Poems and verses about the city.
Anthologies containing collected poetry for teachers to use with urban children in nursery schools, kindergartens, and the primary grades. No illustrations.

Bouchard, Lois. The boy who wouldn't talk. New York: Doubleday, 1969. $3.50.
A young Puerto Rican boy adjusts to life in New York City.

Brenner, Barbara. Barto takes the subway. New York: Knopf, 1962. $2.50.
Barto Garcia has moved from a farm in Puerto Rico to New York City. This story describes his first subway ride. Illustrated by Sy Katzoff's photographs which give the appearance of being unposed and spontaneous.

Bulla, Clyde Robert. The poppy seeds. New York: Crowell, 1955. $3.95.
Little Pablo of Mexico plants poppy seeds near every house, even though it doesn't rain, and his mother says they will not grow. One old man has a spring on his land, but will not share the water. Pablo plants seeds there, too, before the man chases him away. When old Antonio sees the poppies bloom, he is sorry, and he shares his spring.

Caudill, Rebecca. A certain small shepherd. New York: Holt, 1965. $3.50.
Jamie, a little boy who cannot talk, recovers his speech when he presents a gift to a baby born in the church on Christmas Eve. Only in the color illustrations is it apparent that the baby is a Negro. The excitement of Christmas in a mountain community and the drama of the storm combine with this story of mutual acceptance.

Clark, Ann Nolan. The desert people. New York: Viking, 1962. $3.00.
The Indians of the Papago Desert in Arizona are proud and happy to belong to a culture which revolves around the changing seasons. In poetic prose, the book stresses the love of the Desert People for the land. After hearing the story, young children will enjoy looking at the many excellent illustrations by Indian artist Allan Houser which appear both in color and in black and white.

Clark, Ann Nolan. In my mother's house. Viking, 1941. $3.00.
Written from the Tewa Indian point of view, this is the story of what home is like in the Tesuque pueblo of New Mexico. The author borrows her rhythmic text from the Indian way of thinking and sets down thoughts in short lines with natural breaks in the sentences. Illustrated by Velino Herrera, using representative Indian designs. One of Mrs. Clark's finest works.

Clark, Ann Nolan. Tia Maria's garden. New York: Viking, 1963. $3.00.
Tia Maria's garden is nothing less than the desert itself. A little boy and his aunt walk about in the desert admiring the cholla and the prickly pear, the elf owl and the horny toad which they find there. The text is based on the writings of New Mexico Indian children. Full color illustrations by Ezra Jack Keats.

DeForest, Charlotte Burgis. The prancing pony: Nursery rhymes from Japan. New York: Walker, 1969. $3.95.
Adapted into English verse for children, these rhymes are illustrated by Keiko Hida with kusa-e, a rice paper collage.

Ets, Marie Hall. Bad boy, good boy. New York: Crowell, 1967. $3.95.
Roberto, a little Mexican boy, moves to the United States. He doesn't mean to be bad, but things somehow go wrong. The story makes a point very difficult to make in children's literature: that a person (even a mother) is not perfect and that life brings both sadness and happiness. An uncomfortable story, but highly recommended. Ends on an up-beat. Illustrations in soft pencil by the author.

Ets, Marie Hall and Labastida, Aurora. Nine days to Christmas. New York: Viking, 1959. $3.50.
In Mexico there are nine colorful posadas (parties) before Christmas. Five-year-old Ceci is allowed to choose her own pinata and stay up for the posada. Gentle family story of modern Mexico. Caldecott Medal winner, 1960.

Fern, Eugene. Pepito's story. Eau Claire: Hale, 1964. $3.25.
Pepito, a lonely little Spanish boy, finds happiness when he dances for a sick playmate. The other children tease him for dancing, but Pepito concludes, "I'm glad I'm a dancer! I'm glad to be me!" Only English is used in the text, but the Spanish culture comes through strongly. Useful for strengthening self-concept. Vivid illustrations in primary colors.

Flack, Marjorie. The story about Ping. New York: Viking, 1933. $2.00.
An amusing story of Ping the duck on the Yangtze River near Peking, China.

Garrett, Helen. Angelo the naughty one. New York: Viking, 1944. $3.50.
Angelo refuses to take a bath for his sister's wedding. Set in Mexico.

Hawkinson, John. Little boy who lives up high. Chicago: Whitman, 1967. $2.95.
The story of Ricky, a little black boy whose home is a high-rise apartment building. Full-color illustrations.

Hofmann, Charles. American Indians sing. New York: John Day, n.d. $5.86.
The culture of fourteen American Indian nations is described through music, dance, and ceremonials. A long-playing record accompanies the book.

Johnson, Crockett. Picture for Harold's room. New York: Harper, 1960. $2.50.
A gentle fantasy in which Harold uses his purple crayon to draw a magic picture for his room.

Lansdown, Brenda. Galumph. Eau Claire: Hale, 1966. $2.34.
Galumph, a golden cat who lives in a multi-ethnic neighborhood, is known by four different names to four people who don't know each other. When Galumph disappears, the four together rescue her and her kittens from a burning building. The cat's activities are truly cat-like in this amusing story, and only incidental is the fact that her four "owners" are of different ethnic and racial backgrounds. Conveys an authentic representation of city living. Two-color illustrations by Ernest Crichlow.

Liang, Yen. The pot bank. New York: Lippincott, 1956. $2.50.
Rhyming sentences tell the story of two little children in China who break their bank, take the money to the fair, and have a happy day. Detailed three-color illustrations by the author.

Liang, Yen. Tommy and Dee-Dee. New York: Walck, 1953. $3.50.
Simple presentation of the important similarities between the two little boys, one American and the other Chinese. Illustrated in three colors by the author.

Lindman, Maj. Snipp, Snapp, Snurr and the red shoes. Chicago: Whitman, 1932. $2.50.
The triplets pool their earnings to buy a birthday present for their mother. Color illustrations by the author. There are ten books in this series about the lively Swedish boys, all published by Whitman, graded for K-2, and available in inexpensive editions.

Martin, Bill. David was mad. Kin/Der Owl Series. New York: Holt, 1967.
A description of how a little boy's anger is like wet paint. It rubs off on everybody who touches it. Excellent color illustrations.

Martin, Bill. Knots on a counting rope. Young Owl Series. New York: Holt, 1966.
Early in the morning, waiting for the school bus to arrive, an Indian of the Southwest tells his young grandson what it means to be strong. Soft water color illustrations.

Martin, Patricia. The rice bowl pet. New York: Crowell, 1962. $3.95.
Chinese-American Ah Jim "spoke English without an accent" but "his thoughts were in Cantonese". His mother allows him to have a pet in their tiny apartment if he can find an animal small enough to fit into his rice bowl. The story and the illustrations by Ezra Jack Keats convey the atmosphere of San Francisco's Chinatown.

Miller, Warren. Pablo paints a picture. Eau Claire: Hale, 1959. $2.28.
Pablo is a city child who paints a picture on a drab board fence. Everybody stops to watch. When the rain begins, all the people go away, but the picture is still there making the gray city bright and beautiful. Questions appear on almost every page. ("People are coming. What are they going to do?") The teacher reading the story can lead the children into suggesting answers. Two-color illustrations by Edward Sorel.

Mohan, Beverly (Ed.) Punia and the king of the sharks. Chicago: Follett, 1964. $2.95.
A retelling for young children of the Hawaiian legend of a boy who uses a clever trick to make the sharks leave the bay. A picture book illustrated by Don Bolognese in four colors.

Oechsli, Kelly. It's schooltime. Kin/Der Owl Series. New York: Holt, 1967.
Using full color pictures and almost no words at all, this book describes a boy's walk to his school through the city and his walk home again.

Politi, Leo. Moy Moy. New York: Scribner, 1960. $2.95.
Moy Moy, a Chinese-American girl, participates with her brothers in the Chinese New Year festivities, the children's lion dance, and the dragon parade. Young children will enjoy looking at the author's colorful and detailed pictures.

Rossetti, Christina. Adding: A poem. Young Owl Series. New York: Holt, 1964.
A rhyme in which the reader must fill in "? and ? are 8: Tumblers at the gate." Full color illustrations. The last sum makes "24: Pretty pictures--and no more."

Sage, Michael. Careful Carlos. New York: Holiday House, 1967. $2.25.
Carlos goes to the market to buy a quart of milk and finds himself in a dilemma when he tries to follow literally the words of the shopkeepers. Delightful play-on-words. Illustrated in black and white.

Sheldon, William. The house biter. Little Owl Series. New York: Holt, 1966.
A bulldozer describes the way he helps to make room for new houses, buildings and streets in the city. Full color illustrations.

Shulevitz, Uri. One monday morning. New York: Scribner, 1967. $3.63.
The king, the queen and the little prince come to visit. "But I wasn't home." A tiny boy living on a New York tenement street imagines his playing cards into real visitors. Full-color illustrations on every page.

Simon, Norma. What do I say? Chicago: Whitman, 1967. $2.95.
Manuel, a Puerto Rican child in a large American city, is learning to use English. The book takes the boy through his daily routine of home and nursery school, using simple phrases to describe his activities. The children pictured are white and black. Full color illustrations by Joe Lasker.

Stanek, Muriel. One, two, three for fun. Chicago: Whitman, 1967. $2.95.
A good book for teaching number concepts to young children. Numerical values are described through everyday play activities. Simple addition facts and the meaning of "first" and "last" are introduced. Illustrations (some in color) by Seymour Fleishman picture a multi-ethnic group of children in a city setting.

Swim, Robert. Paulossie: An Eskimo boy. Young Owl Series. New York: Holt, 1964.
Photographs of Eskimo carvings illustrate this story of the young boy Paulossie who "lives in the North, where the wind blows strong and cold." Young Owl Books are sold only as an entire series. Public libraries are a good source, if you cannot purchase the full set.

BOOKS IN PRESCHOOL
Chapter Two

Reading and Using Books

How can you make children's books as appealing as possible in your classroom? Have you experimented with a library corner? A brightly illustrated picture book is a natural show-off; it will do its own attracting if it's put in a place where the children can see it easily.

THE LIBRARY CORNER

A low table makes a good book display area, but shelves can be used, too. Chairs are unnecessary; children are perfectly comfortable lying or sitting on a rug on the floor.

Try to station the library corner out of the way of the wheel toy riders and the block builders. If space is not a problem, a place off to one side with a buffer zone of quiet play around it might be successful; some teachers, however, place the library corner a few steps inside the door because they want a book to be the first thing a child sees when he arrives at school.

The best way to attract children to the library corner is to display some of the books lying or standing with their front covers fully visible. Some children have a favorite story which they will want to look at day after day; a book like this can stay on the table as long as it's popular. But every morning add a few new choices and remove a few "old" ones.

A tidy display of books, thought through by the teacher, has a way of turning into a mountain of books, piled through by the children. Try to avoid an overcrowded book table; the disruption of somebody pulling out the bottom one or of the top layer sliding onto the floor may result in a child's skipping from one volume to another without ever

submerging himself in any single book. It may also result in unnecessary wear and tear on pages and binding.

As the children use the library corner, help them learn how to handle a book properly.

1. Turn the pages from the upper right corner. Pages tear less easily this way.
2. Laying a book down on its open pages can break its binding, so it's a good idea to close the book between readings. A five- or six-year-old may enjoy making his own paper bookmark with his name on it, so that he can mark his place without laying the book "open-face" down.
3. Clean hands don't leave smudges on the pages.

You may decide to keep different kinds of books in different places in the room. Books for the children to look at, for instance, could be kept in the library corner. Books for you to read aloud from (thick story books with few pictures, for example), could be kept apart. The stories and poems which the children dictate to you and your aide should be kept in the library corner, so the children can look at them freely and understand that you value them as books. Try to keep library books which you may borrow from the public library separated from the books that belong to your school so you won't find yourself hunting through dozens of books when the due date arrives.

Try not to store your entire collection of books side by side, showing only their spines to the children; stand a few books front-cover-out to attract the children to the shelves.

USING THE BOOKS

Your skill in using books is a valuable tool with which to attack common learning problems. Some young children have a limited understanding of their environment, a short attention span, an absence of curiosity, or an inability to recall experiences. These and other learning problems are closely related to language development. By using books skillfully, you can help a child to increase his word bank, to widen his background of experiences, to extend his listening and comprehending ability, and to expand his capacity to relate to his environment.

Grouping the Children

Every member of a small reading group can be an active participant rather than a passive listener. Try to divide class activities between teacher and aide so that you can read to small groups of three to six children at one time. Discipline problems and interruptions can be handled more easily in a small group than in a large one. The problems presented by the distracted child, the child with a short attention span, or the child who wants to talk about the story while you are reading it, are compounded by a large number of children. The smaller the number, the more individual attention you will be able to offer. The child's response to the story is very important; responding can be encouraged if the reading group is small.

Group the children according to ability, to level of maturity, to common interests, to personality similarity, or to some other characteristic which they have in common. Perhaps you will have a group of five or six who speak Spanish, or a group of three who need practice in communicating with other children, or another small group who simply share an interest in bird nests.

Leading Up to Reading

Preparing yourself ahead of time will add to the success of reading activities.

1. Know what's in the book. When you are familiar with a story, you can use it to prepare the children for a field trip, to introduce a new activity, concept, word or relationship, to explain a puzzling situation, or to add to their information about a subject. Knowing the book will help you to relate it to something the children have experienced. Any child who has been spanked or who doesn't like to be last in line will appreciate the troubles of the little duck in The Story About Ping. Barto Takes the Subway would be a fine preparation for a field trip by subway.
2. Read the book aloud to yourself before you present it to the children.
3. Prepare the children carefully before you begin to read. Explain any concepts in the story that you know are unfamiliar to the group. For example, the meaning of "chopstick" or "streetcar" may not be clear to children whose experience has never included chopsticks or streetcars. Try to anticipate any questions or misconceptions that might arise.
4. Experiment with "warm-up" activities. The children will enjoy songs, rhythms, counting games or finger plays that relate to the story. Chanting verses, clapping or marching will encourage the children to participate in the story and will extend the experience. For instance, you could introduce a book about insects with the finger play-song "The Teensy-Weensy Spider."

Reading Techniques

Using these techniques will be helpful in using books:

1. Read slowly enough for the children to keep up with you. The pace of reading aloud is slower than conversational speech.
2. Enunciate clearly and naturally. Remember that this is a language-learning experience for your young listeners.
3. Sometimes it's fun to change your voice to suit the characters. This requires a little practice, but it makes a story dramatically interesting. Goldilocks and the Three Bears is fun to read or tell using "big, little, and middle-sized" voices. However, don't make things too complicated for yourself by trying, for example, a separate voice for each of The Twelve Dancing Princesses!
4. Show the pictures. You may find yourself learning to read sideways so the children can look at the pictures while you continue to read the story. When you sit facing the children, let the book "sit" on your left hand; hold it by the bottom of its spine. Place it to your left, a little away from your body, pages facing the children, and turn the pages with your right hand. Remember never to hold a picture book facing you so that the children can see only its back. If the book has no pictures, you can lay the book in your lap or on a table. Then your hands will be free to hold a toy, a puppet, a picture, or some other "prop" which would reinforce the story and give the children something to look at.
5. Try not to be bored by a story you may have read (upon request) every day all week. Act as though you're enjoying yourself.

Try not to be tense or nervous. Remember that this isn't a performance. For the children it is a warm, adult-related experience.

6. Encourage discussion after the story. Ask the children questions that will help them to remember what they heard, to think about it, and to respond to it. You will be able to tell from their answers what they learned or if they didn't learn what you expected them to learn from the story. They will learn from listening to each other's answers. The best questions begin with "How---?" or "Why---?" Try to ask questions that make the children conceptualize and verbalize, predict actions and identify motive, relate the story to their own experience and see cause-effect relationships. For example, call on different children to retell the story in sequence, and ask them, "And then what happened? And what happened next?" Try to avoid questions that can be answered with "yes" or "no". Ask the question before you name a child to answer; if you call on a child first, the others might stop listening. Avoid telling a child his answer is wrong; try to find something correct in it. If a child interrupts another, explain that you want to hear what everyone has to say, and that you don't want to miss anyone's idea, so they must talk one at a time.
7. Use a book sometimes without reading the text to the class. Picture books are especially suited to discussions based on the illustrations. Hold the book open to an interesting picture and ask questions like, "What's happening in the picture? How many people are there? How many cars, trees, etc.? Are they all doing the same thing? What is the name of this? What color is

that?" Pointing out colors, minute details, and objects that look close or far away will help the children look closely and comprehend what they see.

The uses of books in the classroom are countless. Books can be blended successfully with play of all kinds, with rest, with eating; they can be part of group or individual experience; books can reflect experience close and familiar or distant and strange; they can be combined with films, records, puppets, pictures, or realia.

Find opportunities to encourage mothers to use books at home with their babies and toddlers. Mother Goose and picture books with soft pages of cloth or plastic can be found in bookstores, variety stores, and even in some supermarkets. Toddlers can be shown pictures in sales catalogs or magazines, if books are not available in the home. A baby will probably chew on and crumple his books; these are friendly activities that won't hurt the books very much and won't hurt the baby at all. If a child is old enough to sit up by himself, he is old enough to enjoy playing with a book. Early familiarity with books will awaken a sense of enjoyment and open the door to the many satisfactions of reading.

BOOKS ABOUT BOOKS

A teacher phoned one busy mother of three preschoolers and asked her to come along with the class on a field trip to the public library. "We're going to pick out some children's books," the teacher told her.

"Is there any other kind?" the mother asked, laughing.

Some of the "other kind" are adult books about books. Listed here are a few of the many good adult books available today to help you to choose and use children's books effectively.

Bibliography

Adams, Bess Porter. About books and children: Historical survey of children's literature. New York: Holt, 1953. Out of print but available in libraries.

Arbuthnot, May Hill. Children and books. (3rd ed.) Chicago: Scott Foresman, 1964. $9.95.

Arbuthnot, May Hill and others. Children's books too good to miss. Cleveland: Case Western Reserve University Press, 1966. $3.25.

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963. $1.95, paper.

Beyer, Evelyn. Books and stories. In Teaching young children, Part 3. New York: Pegasus, 1968. $6.00.

Chase, Mary Ellen. Recipe for a magic childhood. New York: Macmillan, 1951. $1.95.

Fenner, Phyllis. The proof of the pudding. New York: John Day, 1957. $3.95.

Fraiberg, Selma. The magic years. New York: Scribner, 1959. $4.50.

Haines, Helen E. Living with books: The art of book selection. New York: Columbia Univ. Press, 1950. $7.50.

Sawyer, Ruth. The way of the storyteller. New York: Viking, 1942. $4.00.

Shedlock, Marie. The art of the storyteller. New York: Dover Publications, 1951. $2.00, paper.

Smith, Irene. A history of the Newbery and Caldecott Medals. New York: Viking, 1957. $3.50.

Smith, Lillian H. The unreluctant years: A critical approach to children's literature. Chicago: The American Library Association, 1953. $4.50.

Stefferud, Alfred, ed. The wonderful world of books. New York: Mentor, n.d. $.75, paper.

Todd, Vivian E. and Hefferman, Helen. Stories for preschool children. In The years before school: Guiding preschool children, Ch. 12. New York: Macmillan, 1964. $7.95.

BOOKS IN PRESCHOOL
Chapter Three

Making a Child's Own Book

Children enjoy making up stories about themselves and their experiences. In Madison, Wisconsin, four-year-old Jon dictated A Story About Me and included facts important to him, like his mother's telephone number at work. In Athens, Georgia, a kindergarten class worked as a group, dictating Our Pond Poems to their teachers, and then drew pictures to illustrate their poetry. A Mississippi five-year-old dictated phrases about his fear of the dark and declined to draw any "scary" pictures at all.

When put together into books, these stories can be an important part of your classroom library. A bookmaking activity, in addition to being fun, teaches a child that his words are valuable, that he can talk about the things he thinks about, that he can transfer his thoughts onto paper, and that the marks on the page have meaning.

Here are four possibilities for your class's "own book" activities.

The dictated story:

Ask the child to tell you a story. Suggest that he tell you about any recent event in his life. Take down his exact words as he says them.

The picture-story book:

Ask the child to draw a picture on the top half of the page. Suggest a topic, unless he has already thought of one. Then take down his words as he tells you about the picture. The pictures can be in sequence, telling the events of a story, or each picture can tell a story all by itself.

The picture dictionary: Have the child paste several pictures (previously cut from magazines) or draw pictures on a page. Ask him to tell you what each picture represents. Print his definition beside the picture. If he has misunderstood, try to find something in his answer that is correct; then tell him the correct definition and write it down.

Language experience books: Any book is a language experience book, but to emphasize language, try making books centered around a particular use of words. For example: Try a rhyme book; explain to the children what a rhyme is, choose a word they understand, like "sing," and ask them to think of words that sound like sing.

Try a book of comparisons: suggest a few figures of speech, using concepts from the children's experience, like "soft as cotton" or "cold as ice" and ask them to fill in the comparison for "little as_____."

Try a book about each of the five senses; call attention to their sense of hearing; suggest sounds the children often hear; ask them to tell what else they hear. Take down their replies. Don't edit or change the child's statements. He may use slang or dialect expressions that seem inappropriate to you, but which are meaningful to him. Show that you respect what he says by listening to him carefully and taking down his exact words. The book-making activity will be a more satisfying experience if you do not use it as a time to criticize or correct his words. He will recognize the words as his own when you read them back to him.

How to Assemble the Books

Here are a few pointers on how to make books with the children:

Using a felt tipped pen or black crayon make large, distinct letters. Use manuscript writing rather than cursive handwriting. If you make lower case letters, the children will become accustomed to seeing them; capitalize only proper names and words that begin sentences.

Standard size paper (1/2 x 11) can be stapled or threaded together with string on the left edge. Layers of larger sheets can be stapled at a center fold. Brown wrapping paper or newsprint, both large in size and low in cost, are available from your local paper distributors.

Cover the pages with sturdy, brightly colored cardboard, construction paper, or manilla file folders. Mark the child's name on the book and let him decorate the cover.

Make it a point to treat books made by the children exactly the way the other books are treated. Include them in your classroom library where each child can look at the other children's books. If a child wants to do so, he should be allowed to take his book home.

BIBLIOGRAPHY

In these books you will find a variety of ideas related to the child-dictated story:

Ashton-Warner, Sylvia Teacher. New York: Simon and Schuster, 1963. $5.00.

Hymes, James L. Teaching the child under six. Columbus, Ohio: Charles E. Merrill, 1968.

Schulman, Anne Shaaker Absorbed in living: Children learn. Washington, D.C.: National Association for the Education of Young Children, 1967. $5.50.

Todd, Vivian Edmiston and Hefferman, Helen. The years before school: Guiding preschool children. New York: Macmillan, 1964. $7.95.

An interesting report on the child-dictated story is available as an ERIC document:

Hughes, Marie M. and Taylor, Jewell C. Analyses of stories dictated in classes of the cooperative project.

Abstract: Stories dictated by students from grades 1 and 2 of schools in a poverty area of Tucson, Arizona were transcribed by classroom teachers and are reproduced with accompanying semantic analyses. Analyzed for basic predication forms and major form-class concepts which are contained in them, the stories are presented to show (1) differences in the degree of language control demonstrated among individual children, (2) varying skills in labeling, (3) individual differences in the ability to organize an experience intellectually and to make verbal association with other similar experiences, (4) range in language control denoting intellectual organization, (5) growth from concrete to abstract expression, and (6) indication of degree of individual affective involvement. The eight groups of stories which are presented are selected from autumn and spring stories dictated by students from first and second grade classrooms of schools in (1) a less privileged neighborhood of a general poverty area. Summary comments based on the individual analyses are presented at the conclusion of each group of stories. (This forty page report is available for 25¢ on microfiche, for which you will need reading equipment to magnify the microimages, or $2.00 on hard copy, which can be read as any printed page is read. You can order it by asking for ED 019 993. Add 50¢ handling charge to the price of the document and write to:

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BOOKS IN PRESCHOOL
Chapter Four

Books in Other Languages

This chapter offers

--some ideas for using books with bilingual or non-English speaking children.

--information about how to find and buy bilingual and non-English children's books.

--a selection of ERIC documents related to bilingual education.

--a list of bilingual editions of children's books, non-English books, and books in English that use non-English phrases.

An Arizona Head Start director tells about a five-year-old Navajo boy who was poor in material goods but rich in the culture and languages of his family and his tribe. The little boy enrolled in Head Start already equipped with a fluent knowledge of Navajo and Spanish. By the time he entered first grade in a government school, he had learned to speak English, too.

In the United States we have many children whose mother tongue is not English, although some of the children use English as well. A few, like the little Navajo boy, are able to use two languages in addition to English. The books we select for these children should do these important things:

(1) Help the child to maintain his knowledge and appreciation of his mother tongue, and even boost his skill in using it. We want him to realize that his language is as valuable and as acceptable as English. We want to build bridges between home and school. We want to avoid a "blot-out effect" which might result if a child isn't encouraged to remain fluent in his native language. (One high school Spanish teacher remarked that it seems ironic to her that some bilingual children lose their native Spanish through disuse, only to be required to study it as a second language in high school!) For all of these reasons, we need to provide books in the child's own language.

(2) Help the child to eventually use English competently, a skill basic to his success in American society-at-large. We want him to become accustomed to hearing English stories and even looking at English words. We want him to know that stories written in English are just as much fun as those he hears from his Spanish- or French-speaking parents. Therefore, we provide books in English.

When a child comes to school and hears a story read in his mother tongue, he receives an unspoken message from his teacher. She is telling him, "Your language is acceptable and valuable. So is your culture. So is your family. So are you. You belong here." School is not so unlike home after all. The teacher approves of him. A first step has been taken toward mutual trust and acceptance, and perhaps toward language development.

Do you have children in your class who don't understand each other's language? You may have been surprised to find that they seem to be able to communicate with very few problems. After a time, they pick up words from each other. They are learning that people have different ways of saying the same thing, and they accept this phenomenon as a simple fact of life. A teacher in California recalls a heated debate between two English-speaking three-year-olds about whether a piece of furniture was a davenport or a couch. Their Spanish-speaking classmate added to the controversy by insisting it was a sofa. They were overjoyed to discover that all three of them were right! Learning a second language is probably easier for little children than it is for anyone else, so look forward to fun and enjoyment for the whole class--including the teacher.

Problems arise, of course. If like many teachers, you speak only English, you may wonder how you can use Spanish or Chinese books for children. Try to learn the language your children use, even if your vocabulary remains limited. Everybody appreciates it when someone makes an effort to speak to him in the language he understands. Don't worry if you aren't letter perfect; your effort alone will be appreciated. In the meantime, relax. There are some specific things

you can do to make effective use of books in the children's mother tongue.

Try this: "Read" the pictures in the book; ask the children to teach you the names in their language of the things in the illustrations. A good book to begin with might be See and Say; a picture book in four languages. The pictures are woodcuts of familiar objects identified in French,Spanish, Italian and English. Knowing that most of us don't speak all four languages, the author thoughtfully included a pronunciation guide. Have the class learn a few of the words in English and in the other languages. Be sure to select books carefully, looking for pictures of children of the same race or ethnic group to which your children belong and for pictures of objects familiar to the children.

Try this: Invite a mother or a father to join the class for a morning to read or tell stories. Encourage the children to take the books home where a parent or older brother can read aloud. Puerto Rican families will enjoy Perez and Martina, a folk tale about lovely Martina the cockroach and her gallant suitor, Perez the mouse. This story is available in a Spanish edition or an English edition.

Suppose the children in your class represent a mixture of different cultures. What can you read to children who don't understand each other's language?

Try this: Plan a "getting to know you" unit. With your aide or with a parent, divide the children by language into small groups, and use books which emphasize the special culture of each group. If the children are Spanish-speaking, you might enjoy Latin American Game

Songs which contains songs and activities in the original language as well as in English. If the children are Jewish, they probably speak English but they (and their classmates) will enjoy The Hebrew Alphabet Book in which each Hebrew letter is introduced together with its English equivalent. If the children are Japanese-American, try Children's Songs from Japan where you will find both Japanese and English words. If the children are Chinese-American, they can find Chinese words in Tommy and Dee-Dee, a story for very young children about Tommy, a Caucasian American boy and Dee-Dee, his Chinese counterpart. Books in Chinese are hard to find because of the political problems between our two countries, but a few are available. (For information about buying these and other non-English books, check the importers' chart below.)

Try this: Look for bilingual editions--books whose text appears in English with another language on a facing page. Bilingual editions are not numerous, but a few are available. Be sure you show the children that their language is in the book alongside the English text. Nothing quite substitutes for your being able to read the story in their own language. But if you don't know the language, ask a parent or an aide for help, practice ahead of time, and then plunge right in. When you finish, you can say, "That's how it sounds in Spanish. And now listen to the way it sounds in English," or "Tomorrow we'll read the English pages." Look at the list below for suggested bilingual books.

Try this: To lead the children into using English, try books which are mostly in English with part of the text in another language. Tommy and Dee-Dee is one. Others are What's Wrong with Julio? and Papacito and His Family and Twenty-One Children.

Try this: Invite a child to act as teacher. Ask him to name in his own language the toys, food, and articles of clothing which the children point out to him in the classroom or in book illustrations. Be sure the children understand that a picture of an object has the same name as the object itself, and that it can have more than one name, like our davenport-couch-sofa.

Try this: Make your own bilingual books and vocabulary cards, with one language printed beside the other. Perhaps the children would enjoy making name cards for classroom objects in several languages and mounting the cards on the object itself. For example, make a card reading "Clock-Horloge-Reloj" and tape the card to the clock. Invite parents to come to school to help with a handicraft project like these.

Finding the Books

Finding books for bilingual children or for children who don't speak English might seem to be a problem at first glance. Understandably, most of the children's books published in this country are written in standard English, and only an unusual bookstore or public library has a large collection of children's books in other languages. However, a little concentrated hunting in the right places reveals a good number of excellent books for children in a variety of languages. Some are published by American trade book publishers; among these you can find translations of books originally written in English, books accompanied by films or records, and a few titles which are available in more than one language. Ask publishers to send you copies of their catalogs.

Publishers' Addresses

Binfords & Mort Publishers
2505 S.E. 11th Ave.
Portland, Oregon 97242

Bowmar Publishing Corp.
622 Rodier Drive
Glendale, California 91201

Thomas Y. Crowell Co.
201 Park Ave.
New York, N.Y. 10003

E. M. Hale & Co.
1201 S. Hastings Way
Eau Claire, Wisconsin 54701

Harcourt, Brace and World
757 Third Ave.
New York, N.Y. 10017

John Day
200 Madison Avenue
New York, N.Y. 10016

Alfred A. Knopf
501 Madison Ave.
New York, N.Y. 10022

J. B. Lippincott Co.
East Washington Square
Philadelphia, Pennsylvania 19105

Little, Brown & Co.
34 Beacon St.
Boston, Massachusetts 02106

Edward B. Marks Music Corp.
136 W. 52nd Street
New York, N.Y. 10019

Mills Music Inc.
1619 Broadway
New York, N.Y. 10019

William Morrow & Co.
788 Bloomfield Ave.
Clifton, New Jersey 07012

Naylor Co.
1015 Culebra Ave.
San Antonio, Texas 78201

Sabra Books
c/o Funk & Wagnalls Co.
380 Madison Ave.
New York, N.Y. 10017

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Henry Z. Walck
19 Union Square West
New York, N.Y. 10003

Frederick Warne & Co.
101 5th Street
New York, N.Y. 10003

American Indian Books

Books in the tribal languages of the American Indian are very few and are not usually available from trade publishers. A few titles are listed below with the children's books. You can get information about these books by writing to these agencies:

Navajo Curriculum Center
Rough Rock Demonstration School
Rough Rock Rural Branch
Chinle, Arizona 86503

Navajo Social Studies Project
College of Education
University of New Mexico
Albuquerque, New Mexico 87106

Publication Service
Haskell Institute
Lawrence, Kansas 66044

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Imported Books

Many non-English books published abroad are imported into the United States. Ten firms responded to ERIC letters of inquiry and indicated that they handle children's books. Our chart at the end of this chapter lists addresses and types of books.

ERIC Documents

ERIC has in its collection many documents related to the subject of the bilingual child. (MF means microfiche, which requires special reading equipment to enlarge the microimages; HC means hard copy, which can be read as any printed page.) These documents may be ordered from:

ERIC Document Reproduction Service (EDRS)
4936 Fairmont Ave.
Bethesda, Maryland 20014

ED 030 089 Bauer, Evelyn. Bilingual education in BIA schools. March 1969, 16 pages, EDRS Price: MF $.25, HC $.90. Paper given at Third Annual TESOL Convention. Chicago, Illinois, March 5-8, 1969.
The author examines the "most promising" approach to educating American Indian students--bilingual education, which uses some combination of the student's mother tongue and English to transmit academic content and to foster the child's development in both languages. The "Five-Year Program," begun in the mid-forties by the Bureau of Indian Affairs ongoing bilingual programs in Navajo and Hopi, as well as various proposed programs, including Alaskan, are discussed in this paper.

ED 011 214 Bernardoni, Louis C. and others. Successful teacher practices in the teaching of Indian youngsters. Arizona State Department of Public Instruction, Phoenix. 1961, 56 pages, EDRS Price: MF $.25, HC $2.90. The Arizona Coordinating Council for Research in Indian Education requested that teachers summarize particular techniques, aids, and units effective with Indian children. This document is a compilation of those summaries.

ED 024 519 Burke, Eleanor and others. Curriculum development centers, five-year-old program. Gallup-McKinley County Schools, Gallup, New Mexico. 1967, 210 pages, EDRS Price: MF $1.00, HC $10.60.
The Gallup-McKinley County Schools developed this curriculum guide in an attempt to aid teachers involved in teaching English as a second language to Spanish speaking students and students of Indian descent. Objectives and activities for five-year-olds are given in the areas of language development, social studies, numbers, physical education, health, science, music, and art. A bibliography of 35 books and 18 pamphlets is also provided.

ED 027 545 Ohannessian, Sirparpi. Planning conference for a bilingual kindergarten program for Navajo children, conclusions and recommendations. October 1968, 20 pages, EDRS Price: MF $.25, HC $1.10
This report summarizes a meeting sponsored by the Bureau of Indian Affairs and carried out by the Center for Applied Linguistics to outline a bilingual kindergarten program in which Navajo would be the main medium for kindergarten activities, with oral English introduced as a subject. Recommendations concerning general policy, the bilingual curriculum, and the preparation of teachers are presented.

ED 028 428 Ulibarri, Horacio. Interpretive studies on bilingual education. Final Report. New Mexico University, Albuquerque, College of Education, March 1969, 151 pages, EDRS Price: MF $.75, HC $7.65.
The first main section of this report summarizes the purposes of the bilingual program, growth and development, language acquisition and learning, programs and methodology, projects and tests and measurements. The second main section describes goals, the bilingual education program, the teacher methodology, evaluation, and schools and community relations. The final section deals with the same topics in terms of implications for research. An annotated bibliography and a listing of projects and on-going programs in bilingual education.

ED 028 000 Wyoming State Dept. of Education, Cheyenne. A handbook for teachers of migrant children in Wyoming. Wyoming University Laramie, College of Education. 1968, 125 pages, EDRS Price: MF $.50, HC $6.35.
The purpose of this handbook is to assist those who work with the Migrant Children's Summer Programs in providing improved educational offerings. Specific guidelines to be followed in the teaching of migrant children are provided in each of 10 curricular areas including art, health and safety, mathematics, and language arts.

ED 028 427 Zintz, Miles V. What classroom teachers should know about bilingual education. New Mexico University, Albuquerque, College of Education, March 15, 1969, 57 pages, EDRS Price: MF $.25, HC $2.95.
This classroom teacher's guide to bilingual education discusses cross-cultural education and English language learning, with illustrations from Navajo, Alaskan Indian, Zuni, and Mexican-American cultures. It discusses several basic linguistic principles and components of language and some techniques for developing vocabulary. Materials for Spanish-English bilingual programs and selected bilingual readings for classroom teachers are listed.

Children's Books

Bilingual Books

Clark, Ann Nolan. Singing Sioux cowboy. Sioux series. Washington, D.C.: Dept. of the Interior, Bureau of Indian Affairs, no date available. Order from Haskell Institute, Lawrence, Kansas. $.50.
In rhythmic, repetitive, almost poetic phraseology, the author vividly describes the life of a young Indian boy who is growing up to be a cattleman, like his father. Chapters are short; each describes one facet of life: "My Home: The Cow Shed," "Weaning the Calves." The story is told with English on the left page and Sioux (Emil Afraid of Hawk, trans.) on the facing page. Illustrations by Andrew Standing Soldier.

De Cesare, Ruth. Latin American game songs. New York: Mills Music $1.00.
"16 folk songs, with suggested activities, in original language as well as English."

Enochs, J. B. Little Man's family. Washington, D.C.: Dept. of the Interior, Bureau of Indian Affairs, 1940, rev. ed. 1950. Available from Haskell Institute, Lawrence, Kansas. Preprimer: $.20: Primer: $.25; Reader: $.50, all paperbound.
These volumes for very young children were among the first publications to use the Navajo language in written form. The text is in English and Navajo on facing pages. The content is descriptive rather than narrative. Little Man's Son, the Navajo boy, introduces himself and his family and describes his life style. An affirmative attitude toward Navajo ways is established, along with a strong sense of Navajo identity. Teachers will find helpful background information on the Navajo language in a 5-page section at the back of each book. The illustrations (black and white ink) by Gerald Nailor pay great attention to detail and do much to enrich the text.

Frasconi, Antonio. See and say. New York: Harcourt, Brace and World, 1951. $3.50.
A picture book in French, Spanish, Italian and English. Illustrated in woodcuts by the author.

Holman, Rosemary. Spanish nuggets. San Antonio: Naylor. $3.95
Mexican proverbs in Spanish and in English. Half-tone illustrations by Barbara Brigham Krey.

Lenski, Lois. Papa Small, 1951. Papa Petit, 1960, Papa Pequeno, 1961. New York: Walck. $2.75.
The daily life of the Small family, from Monday to Sunday. Available in English-Spanish, in English-French, or in English editions.

Prieto, Mariana. Ah Ucu and Itzo. New York: John Day, 1964. $2.95.
A little Mayan boy and his pet mouse. English and Spanish text.

Prieto, Mariana. Johnny lost (Juanito perdido.) New York: John Day, 1969. $3.49.
The story of a little Cuban boy who moves from Havana to a northern city in the U.S., and who gets lost during the Thanksgiving Day parade. Text appears in both English and Spanish. Black and white color illustrations by Catherine Hanley.

Margalit, Avi. The Hebrew alphabet book. New York: Sabra Books, 1969. $2.95.
Reading from right to left in Hebrew tradition, younger readers are introduced to the Hebrew alphabet with each letter shown with its English equivalent. Illustrations by Avi Margalit.

Ritchie, Barbara. Ramon makes a trade. Eau Claire: Hale, 1959. $2.49.
Ramon goes to town with his father on market day, taking the orange bowl he had made himself. By a series of ingenious trades, he acquires what he wanted most: Senor Parakeet, in a cage. Text is in English and Spanish on every page. Three-color illustrations by Earl Thollander.

Ross, Patricia. The hungry moon: Mexican nursery tales. New York: Knopf, 1946.
The author has developed original stories based upon authentic traditional old Mexican nursery rhymes. The verses are included, both in Spanish and in English, as are two songs with music. Illustrations in two colors by Carlos Merida.
This book is no longer in print, but might be available in libraries.

Thompson, Hildegard. Navajo life series. Washington, D.C.: Dept. of the Interior, Bureau of Indian Affairs, 1949. Available from Haskell Institute, Lawrence, Kansas.
Preprimer 10¢ paper, Primer 15¢ paper, Reader 35¢ paper.
Young Navajo children will recognize themselves and their experiences in this series. English and Navajo text appear together on every page. Only proper nouns are capitalized. A vocabulary appears at the back of the books. The preprimer and primer are descriptions (not stories) of the lives of a young Navajo girl, Bah, and her brother, Kee. Coyote tales, the reader, is a collection of the ancient fables told for generations among the Navajo. Illustrations in ink drawings by Andrew Tsihnahjinnie.

Non-English Books

Bright, Robert. Mi paraguas rojo (My red umbrella.) New York: Morrow, 1968. $2.95.
Translated from the original English by Marion Redfield, this tiny book will be useful for very young Spanish speaking children. The delightful story of the magic umbrella that grows bigger to shelter each new arrival (pig, rabbit, goat, chicken, etc.) can demonstrate the concept of size or number. Illustrations in two colors by the author.

Jansson, Tove. Vem ska trosta Knyttet? (Who will comfort Toffle?) Illustrations by the author. Schnildts, Helsinki, 1960. price: Fmk. 5.55. For availability, see chart of importers.
A picture book in verse with highly colored drawings, about two lonely little creatures, Toffle the "knytt" and Miffle, the "skrutt", who overcome their shyness as love and unselfishness fight loneliness and fear. For ages 5 and up.

Jaynes, Ruth. AMIGOS! AMIGOS! AMIGOS! (Friends! Friends! Friends!) Translated by Emma Jimenez and Conchita Puncel. Glendale, California: Bowmar, 1968. $3.24.
Kimi becomes more aware of friendship experiences in her own classroom. Preschool through 3rd grade. Illustrated with color photos.

Lathan, Hugh (Tr) Poesies de la vraie Mere Oie (Mother Goose in French) New York: Crowell, 1964. $3.95.
Charming French verses are illustrations by Barbara Cooney. That the excellent pictures are of rural France rather than of the U.S. will not diminish the book's usefulness in classes of French-speaking American children (or, for that matter, in classes of English-speaking American children).

Lear, Edward. Le hibou et la poussiquette. Boston: Little, 1961. $2.95. Delightful translation by Francis Steegmuller of "The Owl and the Pussycat." Illustrations by Barbara Cooney.

Mathiesen, Egon. Frederik med bilen (Frederik and the bus). Gyldendals Forlaf, 1949. Price: D.K. $5.85. See importers chart.
Frederik travels around the world in his father's bus to find black children. Enroute he picks up children from Greenland, China, Polynesia, Arabia, and America, and at last he finds the black children in Africa. Now he knows that there are yellow children, brown ones, red ones, and black ones, children like himself, only their skins are in other colors. The book ends with a party in which they all take part. Illustrated by the author.

Reid, Alastair and Keerigan (Tr) Poesias de la Madre Oca (Mother Goose in Spanish) New York: Crowell, 1968. $3.95.
The black and white and full-color illustrations by Barbara Cooney convey the atmosphere of Spain, and could just as well represent the Spanish culture of the U.S. or Mexico.

Books in English using Non-English Phrases

Belpre, Pura. Perez and Martina. New York: Warne, 1961 $2.95.
A Puerto Rican folk tale which has been handed down by word of mouth for generations. Also available in Spanish. Suitable for dramatization. Full color illustrations by Carlos Sanchez.

Konkle, Janet. The sea cart. Eau Claire: Hale, 1964. $2.00.
Jean Louis is a French-Canadian boy who lives on the Gaspé peninsula in Quebec. Too little to go to sea with his father, he builds a "sea cart" from scraps found along the beach and rescues a tourist from the rising tide. Uses French phrases and conveys the atmosphere of the Gaspé. Two-color illustrations by Donna Hill.

Liang, Yen. Tommy and Dee-Dee. New York: Walck. 1953, $3.50
A simple presentation of the important similarities between the two little boys, one American and one Chinese. Three color illustrations by the author.

Mayol, Lurline. The talking totem pole. Portland: Binfords, 1945. $3.00
The Totem Pole tells legends of the Pacific Northwest Haida Indians, who lived on the Queen Charlotte Islands. These tales of authentic Indian lore reveal customs and beliefs of these early coast natives. Includes a simple guide to pronunciation and meaning of Chinook words. Written for intermediate grades and will require retelling for young children. Illustrations, some in color.

Ormsby, Virginia H. Twenty-one children. Philadelphia: Lippincott, 1957. $2.63.
Emalina can't speak English when she comes to first grade, but her class helps her. They in turn learn Spanish. And each day of the week, something special happens. Useful for teaching language concepts, names of days, counting-out, time sequence, and intercultural relationships.

Ormsby, Virginia. What's wrong with Julio? New York: Philadelphia: Lippincott, 1965. $2.95.
The classmates of a Puerto Rican boy in an English-speaking school save their dessert money to pay for a long-distance call to Julio's parents. Many Spanish phrases are used. Two color illustrations.

Purdy, Susan. My little cabbage (Mon petit chou.) Philadelphia: Lippincott, 1965. $2.75.
A useful little book for emphasizing identity, self-concept, interpersonal relationships, names, and language differences and similarities. Terms of endearment for the children of nine countries (U.S., France, Sweden, Russia, Greece, Egypt, Italy, Nigeria, China) are given in the native tongue, in phonetic translation, & in English. Appropriate and humorous two-color illustrations by the author.

Warren, Betsy. Papacito and his family. Austin, Texas: Steck-Vaughn Co., 1969. $2.95.
Daily life of a Mexican Family as they cook, shop, garden, wash clothes and prepare for bedtime. Spanish words are used where the English meaning is clear.

White, Florence and Kazuo Akiyama. Children's songs from Japan. New York: Marks, 1960. $4.95.
Both Japanese and English words are used.

Chart of Foreign Books Importers

Importer or Distributor	What books does distributor offer?	Do they offer a discount?	How prompt are deliveries?	Do they charge postage?	Do they offer listings of the books they sell?
Mary Broadbent, Bookseller 5710 85th Ave. New Carrollton, Maryland 20784	Imports from Spain or from Latin America	10% if paid within 30 days	Immediate shipment of books in stock. Some delay involved from ordering books abroad.	No, if payment accompanies	Cumulative catalog in preparation
Cellar Book Shop 18090 Wyoming Detroit, Michigan 48221	Imports from Asia and Philippines	No	Immediate shipment if books in stock. Others 60-90 days.	Yes	Lists and brochures can be requested
China Books and Periodicals 2929 24th Street San Francisco California 94110	English language books printed in Peking by the Foreign Languages Press. Imported under U.S. Treasury Dept. License	20% on order over $10.00	Shipment sent within one week after receipt of order	No, if payment accompanies order	Biennial annotated catalog includes folk tales, picture stories and children's literature
China Publications 95 5th Ave. New York, N.Y. 10003	Books printed in Peking by the Foreign Languages Press. Imported under U.S. Treasury Dept. License and filed with the U.S. Dept. of Justice. Books available in Spanish, English, French, German, Russian, and original Chinese	20%	Immediate shipment of all books cited in catalog. Others 6 weeks to 3 months	Yes	Annual annotated catalog includes classical folk literature, poetry, and children's picture books. (The latter not annotated. Title list only.)
Jewish Agency-American Society, Inc. 515 Park Ave. New York, N.Y. 10022	Easy reading books in Hebrew, some published in Israel, some in N.Y. Non-profit agency	20%-30%	Shipment sent within a week or 10 days after receipt of order	No	"New Educational Materials" brochure includes stories of ethnic Jewish communities, records, pictures, easy reading paperbacks
Package Library of Foreign Children's Books, Inc. 119 5th Ave. New York, N.Y.10003	Books published abroad, selected by the American Library Association's Committee on the Selection of Foreign Children's Books. Languages available:	10%	Did not reply to this question	Yes	Brochures on annual "packages" available. French catalog avail. Spanish catalog and a catalog of all other languages in preparation.

	French, Spanish, German, Italian, Hebrew, Polish, Russian, Swahili, Japanese, Finnish, Norwegian, Swedish and others. Distribute periodical "Children's Books from Switzerland" and "Quarterly of Juvenile Literature" published in Vienna.				
Proyecto Leer, La Casita, Pan American Union Washington, D.C. 20006	Books in Spanish, published abroad. Non-profit agency sponsored by the Books for the People Fund, Inc. and the Pan Amer. Union.	No	Shipment sent within 30 days after receipt of order	No	Free Proyecto Leer Bulletin (Quarterly) gives titles, retail prices, and annotations
Tundra Books, Inc. 465 St. Francois Xavier Montreal 1, Quebec Canada	Distribute own publications only, two in number to date. Books in French and English	20% Also offer bank rate of exchange on U.S. currency. Presently 7%	Shipment sent within 3 days after receipt of book order	15-20¢ per	First catalog to be published Sept. 1969
KTAV Publishing House, Inc. 120 E. Broadway New York, N.Y. 10002	Books for Jewish children, primarily in English, but a few in Hebrew-English editions. Reply did not indicate where books are printed.	No	Shipment sent the same day the order is received	Yes	Catalog available
Herder Book Center 232 Madison Ave. New York, N.Y. 10016	Books published abroad, selected in cooperation with the international Institute for Children's Literature. Books in Danish, Finnish, French, German, Hebrew, Hungarian, Italian, Japanese, Latin, Polish, Portugese, Spanish, & Swedish.	10% on orders of $10 to $25. 20% on orders over $25.	Shipment sent within two or three weeks	Yes	Catalog available

BOOKS IN PRESCHOOL
Chapter Five

Using the Public Library

Did you know that QUIET signs are coming down all over the country? No longer is a library a place to "come in and be quiet." Happily, the stereotype of the librarian who went about saying "Shhh!" to children (and sometimes to adults!) no longer holds true. The temperament of the modern public library may be quite different from that of the library some of us remember from childhood.

Today's library resembles a living room more than it does a study hall. Readers curl up in comfortable armchairs, children lounge on carpeted floors to page through picture books, and people speak to each other in normal tones. Many libraries provide individual carrels for those who like absolute quiet to study in, and listening booths equipped with earphones are available in some places for private record and tape playing. Most large cities have a main library with a well-stocked children's room. Branch libraries are common in urban and suburban areas. Smaller communities are discovering the benefits of library "systems," cooperative groups of libraries who borrow books from each other.

But there is more to the modern library than collections of books. Magazines, newspapers, and phonograph records are common to almost all libraries. Some libraries offer works of art--paintings, prints, or pieces of sculpture--to be taken home or to your classroom for a period of time and enjoyed there. One library in a Western state loans live fish, bugs and small domestic animals to children, complete with instructions on their care and feeding.

Libraries have activities other than loaning out collections of things. As you become acquainted with your public library, you will discover whether it offers film showings, rotating displays of art works or exhibits, puppet shows or story hours, or possibly live drama. More and more of today's libraries, directed by people-oriented librarians, are beginning to play social and recreational roles in their communities, side-by-side with their time-honored educational and archival roles.

The Library and You

Locate the public library nearest to your center. Introduce yourself to the librarian and explain that your purpose is to borrow books for your class. She will make the arrangements necessary for your class to borrow the library's books and take them to your classroom.

If she doesn't have a specific book which you think would be especially worthwhile, ask her whether she would buy it for the library. Librarians appreciate knowing what materials are needed by library patrons, and often will order a book if requested to do so. However, the decision to buy a book is subject to the professional judgment of the librarian. Remember that once the book is ordered, it takes a little time to process it and make it ready for circulation.

Invite the librarian to cooperate with you in teaching proper library use to the children. It might be possible for her to visit the classroom. You might ask her to bring a selection of books, to

read a story to the children, or to explain her library's services to them.

The Library and the Children

Plan to visit the library regularly, and arrange to bring a few children (but not the whole class at once) with you each time you borrow or return books. An outing to the library should be considered a field trip, so make advance plans just as you would for a trip to the fire station or the supermarket. Check with your program director to see about transportation and whether parental permission slips will be necessary. Let the librarian know how many children you plan to bring and when you will arrive, so that she can plan accordingly. Prepare the children ahead of time, just as you do for any other trip, so that they know what to expect. Questions like these may arise: Will we walk? How will we cross the streets safely? Will we ride? In a car? On a bus? How long will it take to get there? What will we see on the way? Will any mothers come along? How big is the library? What can we do when we get there? What is the librarian's name? How many books can we borrow? May we choose? Will we be back for lunch?

Arrange for the librarian to tell the children about how to care for books, where to return books, and where to charge out books. A short tour of the reading rooms, the stacks, or the book repair room might be interesting. Ask her to suggest activities that would be easy for her to do with the children, perhaps telling a story or showing a film.

Encourage follow-up activities related to the library visit. When you return to the classroom, have the children place the newly borrowed books on a special table or shelf designated for library books. If you

can keep them from getting mixed up with the other books, it will be an easier job to gather the library books together when the due date arrives. Help the children discuss the library visit with their classmates who stayed behind. What happened to the books when the children returned them to the library? What was in the library other than books? Films? Models? Records? Interesting displays? What was the most interesting? Who gets to go next week?

Watch for spontaneous play that may arise from the library experience. Perhaps the children will play library or pretend to read to each other.

Are you a Head Start teacher? When you take a child to the public library, you are offering him some lasting benefits which will grow along with him. One PAC chairman tells about a Head Start father who had never used the public library and hesitated to begin as an adult because he was afraid he "would do the wrong thing". If he could have used a library from the time he was a little child, as his children are doing, perhaps he would feel more comfortable about coming in to ask the librarian for help. As a Head Start parent he is discovering the adult services of the public library in his city. During the child's school years, familiarity with the library will encourage him to refer repeatedly to the library information not included in his textbooks.

Public libraries are an almost inexhaustible source of free entertainment. Families whose budgets don't allow for expensive recreation can bring their children to the library's free story hours, puppet shows and movies. The books themselves provide hours of enjoyment at no cost.

A child learns responsibility from being allowed to check out a book, take it away with him, and bring it back in good condition and on time. When a librarian offers a book to a child he experiences the trust she has in him, and he has an opportunity to respond by being trustworthy.

Some Terms you Might Need to Know

Bibliography: a list of books, usually on a particular subject.

Call number: the numbers and letters assigned to a book by the cataloger. The reader finds the call number in the card catalog, uses it to "call" for the book he wants. Books are shelved according to call numbers.

Card catalog: an alphabetical listing of books and other library materials. Readers can look under the name of the person who wrote the book (author) the name of the book itself (title) or the subject area (what the book is about) to find the call number.

Periodical: a publication published periodically at regular intervals, like a monthly magazine.

Realia: objects exhibited for teaching about real life, like a display of sea shells.

Reference service: a collection of encyclopedias, dictionaries, and similar works usually kept in a separate area, sometimes at a reference desk with a librarian whose job is to help answer readers' reference questions. The books are usually not to be checked out of the library.

Stacks: bookshelves.

Vertical file: a collection of pamphlets or clippings not cataloged and not shelved with the books, usually housed in a filing cabinet and filed alphabetically by subject.

BIBLIOGRAPHY

Books for Children about Libraries

Barr, Jene. Miss Terry at the library. Chicago: Whitman, n.d. $1.95.

Bartlett, Susan. Libraries: A book to begin on. New York: Holt, 1964. $2.95.

Daly, Maureen. Patrick visits the library. New York: Dodd, 1961. $3.25.

Estes, Eleanor Rufus M. New York: Harcourt, n.d. $3.95.

Felt, Sue Rosa-too-little. Garden City: Doubleday, 1950. $2.95.

Gee, Mabel and Bongiorno, Mary. How can I find out? Chicago: Children's, 1963. $2.75.

Greene, Carla. I want to be a librarian. Chicago: Children's, n.d. $2.50.

Voight, Virginia. I know a librarian. New York: Putnam, 1966. $2.52.

Vreeken, Elizabeth. Ramon's adventures in the library. Dobbs Ferry, New York: Oceana, 1966. $3.00.

Books for Adults about Libraries and Children

Gross, Elizabeth Henry. Public library service to children. Dobbs Ferry, New York: Oceana, 1967. $5.00.

Long, Harriet G. Rich the treasure: Public library service to children. Chicago: American Library Association, 1953. paper, $2.00.

McColvin, Lionel R. Public library services for children. New York: UNESCO, 1968. $2.00.

American Library Association. School activities and the library. Chicago: American Library Association, 1968. free.

BOOKS IN PRESCHOOL
Chapter Six

Buying the Books

Your center will probably want to devise some combination of buying and borrowing books. Borrowing library books costs less money than buying books does; it teaches the children how to use the library, and it offers a fresh supply of books at regular intervals. On the other hand, books owned by your program don't have to be returned, and your choice is not limited by what the library has in its collection. If preschool is affiliated with the public school system in your community, check to see whether federal funds for learning materials are available to you, whether you can save time and money by coordinating your order with other schools, and whether you can process your order through a central acquisitions department.

Let's look at some of the things you will need to consider before you buy your books.

Buying Paperbound Books

The advantages of a paperbound book are impressive. Their low cost makes it possible to buy one at just a fraction of what you would pay for the same title in a hardbound edition; several copies of a book can be purchased in paperback for the price of one hardbound copy. Are you purchasing books for Head Start? Inexpensive paperbacks might be within the budget of poor families who would like to buy books to keep at home, or it may even be financially possible for your Head Start project to give these low-cost books to the children's families, free of charge. Books used frequently at home or at school have a way of becoming misplaced, damaged, or worn out; if the book is a paperback,

the loss will not be a financial disaster. Paperbound books have the added advantage of being lighter in weight than hardbound books, a fact to consider if you think you might be carrying the books from place to place frequently.

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A well-stocked retail bookstore with knowledgeable personnel is almost as good a resource as a public library. You can examine the book before you buy, and usually you can carry the book away with you immediately, without waiting for the ordering process. However, you may sacrifice in cost what you gain in time; although some retail bookstores do grant discounts, not all are in a position to do so. Some bookstores do not stock library-bound books.*

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Buying books from the publisher.

If you decide to buy only a very small number of books, or if you select the books of one particular publisher, you may prefer to order books directly from the publisher. Although most publishers prefer to sell their books through wholesalers, some publishing houses do not, so a direct order is the most efficient way to buy their books.

Before you send an order to a publisher, write to him to inquire about his procedures and services. Most publishers grant a discount to schools; all distribute catalogs or title lists complete with prices. Very few publishing houses provide book processing services,** but many make reinforced binding or library binding available. Most do not send examination copies for you to review before you decide to buy, but sometimes arrangements can be worked out to return a book which does not meet your needs. Most publishing houses charge the book buyer for shipping and postage costs. Shipments are usually sent immediately after an order is received, unless the book is not in stock.

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Publishers' catalogs and addresses are available in public libraries and from your state government's department of public instruction or library

services agency. (The names of government departments vary from state to state.) Don't select a book only on the basis of what the publisher's catalog says about it; the catalog is an advertising device which calls attention to the best features of the book and does not point out its weaknesses.

Buying books through a book jobber or wholesaler.

Some publishers prefer to sell their books through a wholesaler. Because this process increases the sales volume, it often results in lower prices and additional services. If your order is for books from a number of different publishers, you will have less paperwork and possibly a higher discount rate if you send a single order to one wholesaler, rather than several orders to the various publishers.

When you order from a wholesaler, use either his order blank or your official letterhead, and be sure to keep a copy in your files.

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a. The date of ordering.

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type of binding (library binding* or other)

There are advantages to dealing with a wholesaler located near your community. If the wholesaler is nearby, his book display rooms can be visited by the people in your center who are responsible for selecting the books. Another advantage is that shipping expenses will be lower if book shipments don't have to travel great distances.

To gather information about wholesalers' services, we sent letters of inquiry to almost thirty wholesalers across the country. Of those who replied, eleven indicated that they offer children's books. The chart below explains their services.

*What is "Library Binding?"

Heavy-duty binding reinforces a book and increases its durability. Many schools and children's libraries find that the library bound books last longer in strenuous use than do the books with publisher's binding. As a matter of fact, in some cases the sturdy binding outlasts the thoroughly thumbed pages, and the book has to be discarded anyway. If you are concerned about the extra protection provided by library binding, you might be interested in the standards for library binding or "prebinding" which were issued in 1963 by the Library Binding Institute, 160 State Street, Boston, Massachusetts 02109. The Library Binding Institute Standards for Library Binding specified that any book sold as library bound must be stripped of its original binding, pages checked for sequence and omission, sewn through its folded sections by hand or by machine, and glued along its back. The back is then lined either with tough back lining paper or with lining fabric, before being encased in a cover of hard-rolled binders board. The binders board is covered in buckram, a heavily sized, stiff fabric of linen or cotton. Any paint or ink used in illustrations on the buckram must be resistant to abrasion, cracking and peeling. Lettering must be done in impressed gold or colored inks. If the buyer so requests, a protective coating can be applied to the exterior. Check the wholesalers' chart below to see which distributors make library binding available to their customers.

**What is "Book Processing"?

If the books you order will be put into a school library, or if you plan to buy a large number of books over a period of time, you may decide to order processed books. Usually processing is done by a book wholesaler, although a few publishers offer the service also.

When you order a processed book, you will receive:

-a complete set of catalog cards, usually using the Dewey classification scheme and the Sears subject headings; these cards, when filed together, will provide a complete annotated index of your book collection.

-labels pasted to the book's spine showing the subject of the book.

-a book pocket pasted inside the book.

-a book card to go into the pocket; if books are to be taken home, you can use the book cards to keep a record of what child has which books.

-a protective, sometimes decorative, plastic book jacket.

"Loose" kits are offered separately by some wholesalers. If you prefer to do your own processing, you can order such a kit which includes the same items for a lower cost.

Name of wholesaler	What children's books does this wholesaler offer?	Do they process books?	Do they offer a discount?
Baker & Taylor Co. Eastern Div.: 50 Kirby Somerville, N.J. 08876 Midwest & Southern Div.: Gladiola Ve. Momence, Ill. 60954 Western Div.: 380 Edison Way Reno, Nevada 89502	Any book available through trade channels. Annual catalog costs $2.50, cites over 7,000 titles. Annotated.	Yes. Cost is an additional 60¢ per book; loose kits 29¢.	Yes. Head Start programs are invited to negotiate discount rates. Terms: net 30 days.
Book Jobbers Hawaii, Inc. 801 Halekauwila St. Honolulu, Hawaii 96813	Any juvenile title published and in print. Includes some foreign books. Free catalogs sent on request.	Yes. Cost is an additional $1.25 per title.	Yes. Ranges from 10% for reinforced bindings to 33% for trade titles.
Bro-Dart. Inc. 1609 Memorial Ave. Williamsport, Pennsylvania 17701	Any available books in print obtainable from U.S. and foreign publishers. Annual catalog of 45,000 titles costs $2.95. Not annotated.	Yes. Cost is an additional 60¢ per book; loose kits 29¢.	Yes. 33% for trade titles; 0-25% for non-trade titles. Terms: net 30 days.
Campbell & Hall, Inc. 1047 Commonwealth Ave. Boston, Massachusetts 02117	Any book published in the U.S. Brochure available.	No.	Yes. 5% if publisher limits discount; 25% for trade books. No discount allowed for orders under 10 titles; other discounts on larger orders.
Emery Pratt Co. 1966 W. Main St. Owosso, Michigan 48867	Any book available through trade channels. Directory of participating publishers only.	No.	Yes. Percentage depends on size of order.
Follett Publishing Co. 1018 W. Washington Blvd. Chicago, Illinois 60607	Offers only the 8,000 titles listed in current Follett catalog. Annual elementary catalog available.	Yes. Cost is about 75¢ per book, loose kits 13¢.	Yes. About 1/3 publishers' list price plus charge for library binding.
Charles M. Gardner Co. 749 N. Keyser Ave. Scranton, Pennsylvania 18501	Any juvenile book in print which is made available to wholesalers by the publisher. Annual and seasonal catalogs available.	Yes. Additional cost 60¢ per book; loose kits 29¢.	Yes. 33 1/3%for trade books; 0-25% for non-trade titles. Higher discounts on larger orders.

Do they accept small orders?	How prompt are deliveries?	Do they charge postage?	What about reinforced** binding for durability?
Yes.	First shipment sent within 48-72 hours of receipt of order. Second shipment (books not immediately available) within 60 days. Processed books require 3 weeks.	No	Will supply library binding where available.
Yes. Small orders are subject to reduced discount.	48 hours from stock, 6 weeks for materials ordered from mainland.	Yes, from Honolulu to buyer.	No reply was given to this question.
Minimum order: 25 books. Use letterhead to order; orders from individuals not accepted.	First shipment sent within 30 days after receipt of order; complete order within 90-120 days.	No, not for shipments within the U.S.	Will prebind books on request at an additional $1.25 per book. All paperbacks listed in catalog are hardbound.
Yes. Small orders (less than 10 books) are not granted a discount.	Immediate shipment of books in stock; order completed within 30 days.	Yes.	Will supply library binding on request where available. Plastic jacket sent on request; cost is 20¢ per jacket.
Yes.	Order completed within 30-60 days.	No, not for shipments within the U.S.	Will supply reinforced binding where available.
Yes	14 days for unprocessed books; 30 days allowed for processing.	Buyer charged for transportation on orders under $200.	All titles are fully library bound.
Yes	Shipment sent 7-10 days after receipt of order.	Buyer charged for shipping on orders under 100 books. First, or "trial order" is postage free.	Offers selected listing of library bound books. Ask for Recommended Library Bound Books in Series.

Name of wholesaler	What children's books does this wholesaler offer?	Do they process books?	Do they offer a discount?
Jean Karr & Co. 5656 Third St., N.E. Washington, D.C. 20011	Most juvenile titles.	Yes, processing is available on a limited number of titles, additional cost 65¢ per book.	Yes. 33 1/3% for trade books. No discount on library bounds books.
Library Book House 271 Park St. West Springfield, Massachusetts 01089	Any book in print available through trade or other channels.	Yes, 75¢ additional cost per book.	Yes. 30% to 1/3 for trade titles; 10% - 25% for non-trade books.
National Book Co. 2660 Pomona Blvd. Pomona, California 91766	Any book in print available through trade or other channels.	Yes. Prices not indicated.	Yes. (Specific information not available.) Terms: Cash discount 2% if paid within 30 days.
Regent Book Co., Inc. 107 Prospect Place Hillsdale, New Jersey 07642	Any book in print available through trade or other channels.	No, but loose kits are available.	Yes. Percentage depends on size of order.

Do they accept small orders?	How prompt are deliveries?	Do they charge postage?	What about reinforced** binding for durability?
Yes.	Immediate shipment of books in stock. Method of handling books not in stock was not explained.	No reply was given to this question.	Library bound books are sold at net prices.
Yes.	Immediate shipment of books in stock; balance of order sent within 3 to 4 weeks.	Yes.	No reply was given to this question.
Yes.	Most orders delivered within 30 days; maximum 60 days.	Yes.	No reply was given to this question.
Don't encourage small orders, but will handle.	Shipment of books in stock within 48 hours.	Yes.	No reply was given to this question.